

**Title of Instructional Materials:** Springboard

**Grade Level:** Grade 6

**Reviewers:**

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## Summary of Springboard

<p><b>Overall Rating:</b></p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Pre-Advanced Placement book; inquiry-based. Rigorous; develops mathematical ideas well. Some standard areas are missing.</p>	<p><b>Important Mathematical Ideas:</b></p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b></p>
<p><b>Skills and Procedures:</b></p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b></p>	<p><b>Mathematical Relationships:</b></p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b></p>

Reviewed By: [REDACTED]

Title of Instructional Materials:

*Spring Board by College Board*

## Documenting Alignment to the Standards for Mathematical Practice

### 1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

*The entire book is a project one after the other  
All of this standards are present - it would take commitment and  
effort on the part of the student to complete the tasks & make connections*

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch 4

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



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Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Ch 4

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

CMA

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



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Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

*Tables & Traditional tools*  
*Online access from textbook?*

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

*Communicate in word problems vocabulary*

*practice?*

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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Overall Rating





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## Documenting Alignment to the Standards for Mathematical Practice

### 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

*Throughout*

Indicate the chapter(s), section(s), or page(s) reviewed.

*p. 98-99*

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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Overall Rating



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Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

*LCM  
Shortcut  
here?*

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence


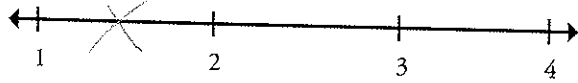
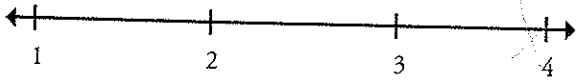

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_



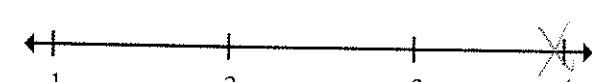
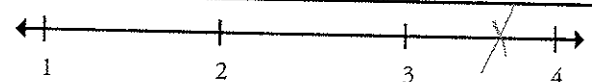
**MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP**

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.RP.1</b></p> <p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p> <p><i>cool activity</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>4.1</i></p> <p><i>More ins - will they understand using.</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><i>procedure is small or → add 10 p. 160</i></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

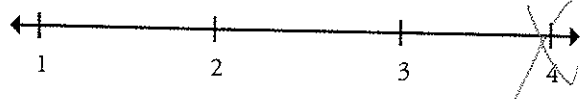
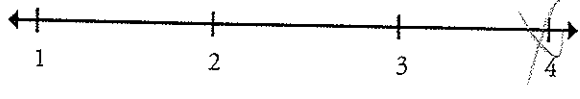


**MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP**

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.RP.2</b></p> <p>Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."<sup>1</sup></p> <p><sup>1</sup> Expectations for unit rates in this grade are limited to non-complex fractions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>pp. 185-194</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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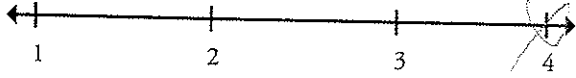
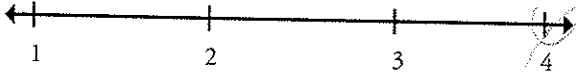

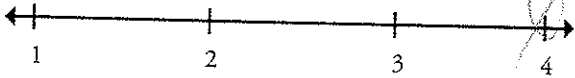
**MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP**

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.RP.3a</b></p> <p>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>          <p><i>4.1 Real world</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p>          <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>          <p><b>Overall Rating</b> </p>

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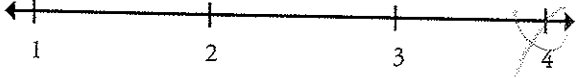
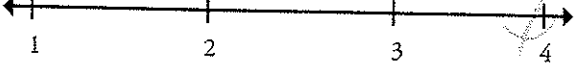
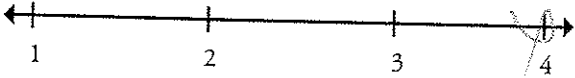
**MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP**

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.RP.3b</b></p> <p>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>H.1 All real-world</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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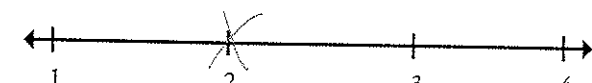

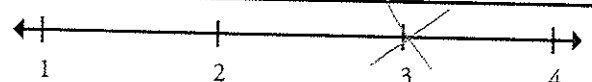
**MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP**

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.RP.3c</b></p> <p>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p><i>4.1</i> <i>all ratios</i></p> <p><i>4.1</i> <i>all real world</i> <i>4.202</i> <i>4.3 percent</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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**MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP**




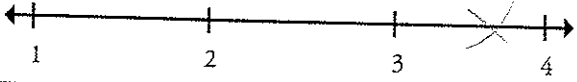
<p><b>Understand ratio concepts and use ratio reasoning to solve problems.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>6.RP.3d</b></p> <p>3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>pp. 9/10/11/12</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
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Reviewed By: \_\_\_\_\_

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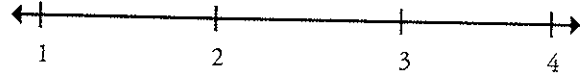



**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.1</b></p> <p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.)</i> How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Unit #2</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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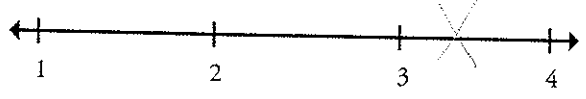
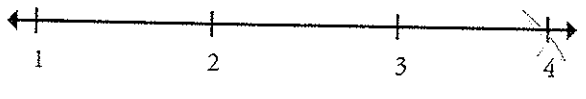

**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.2</b></p> <p>Fluently divide multi-digit numbers using the standard algorithm.</p> <p><i>P 1081-109</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas</p> 
	<p>Skills and Procedures</p> 
	<p>Mathematical Relationships</p> 
	<p>Summary / Justification / Evidence</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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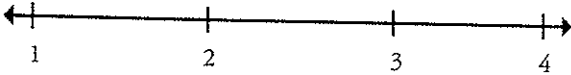
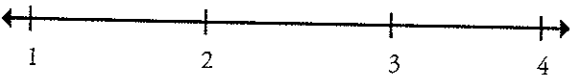


**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

<p><b>Compute fluently with multi-digit numbers and find common factors and multiples.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>6.NS.3</b></p> <p>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><i>Initially "taught" and shown algorithm for decimals</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>    <p><b>Overall Rating</b> </p>

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Title of Instructional Materials: \_\_\_\_\_

# **MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

<p><b>Compute fluently with multi-digit numbers and find common factors and multiples.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>6.NS.4</b></p> <p>Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p>	<p><b>Summary / Justification / Evidence</b></p>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
	<p>Overall Rating </p>

6. Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade/course. If the group size is large, more areas, topics, big ideas can be examined within each grade level/course.
7. Make sure committee members have multiple copies of the Phase 3 rubric.
8. Committee members apply the Phase 3 rubric for each of the materials.
9. Establish a time line for groups to complete and submit Phase 3 documentation.
10. Establish a data collection and analysis process to attain a rating for each resource.

*Materials and Supplies*

- Phase 3: Assessing Mathematical Content Alignment black line master — multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

**Phase 4: Assessing Vertical Alignment of Instructional Materials**

- Uses Pacesetter program as its foundation.
- Accessible for all esp underrepresented groups to attend AP courses.
- "Align w/ college & workplace expectations"

Serious gaps of information - i.e.

Defensibility (p. 8-4, 15)

Students write rules w/out about absent kids? Spoiled students w/ more of per not rating? Parent support (or how?)

⊕ Very cool resource for projects

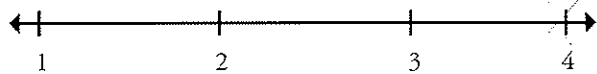

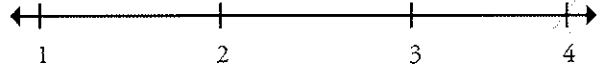

Emphasizing learning & application in the classroom

Books supplemented w/ skills

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

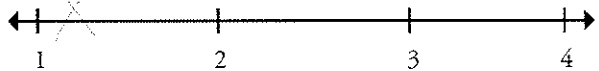
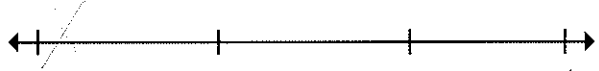
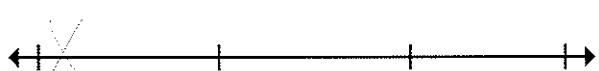

**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.1</b></p> <p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>Unit 2 Overview - Notes 1145</i>  <i>2.2-2.5</i>  <i>Unit 2 Practice</i>  <i>Unit 2 Review</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <ul style="list-style-type: none"> <li><i>Links division of fractions by fractions to prior knowledge of division of whole numbers, division of fractions by whole numbers, and multiplication of fractions.</i></li> <li><i>Builds conceptualization of <math>\div</math> through real-world problems.</i></li> </ul> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <ul style="list-style-type: none"> <li><i>Could use more practice on this one</i></li> </ul> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.2</b></p> <p>Fluently divide multi-digit numbers using the standard algorithm.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>  <i>• UNIT 2 - DIST 2.6 WAS USED (pg. 15)</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>2.2 – 2.9</i>  <i>Unit 2 Practice</i>  <i>3.5</i></p> <p><i>Activities 2.1 – 2.3 – NOT APPROVED</i>  <i>Activity 2.4 – decimal by 10 &amp; decimal division</i>  <i>Activity 3.3 – NOT APPROVED</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>• NO CLEAR INDICATION OF PRACTICE OF DIVISION OF MULTI-DIGIT NUMBERS</i></p> <p>Overall Rating </p>

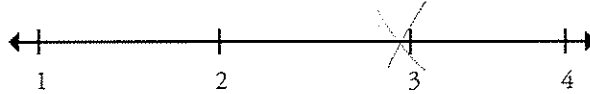
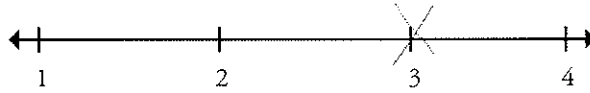
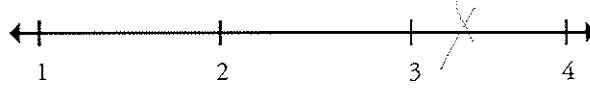



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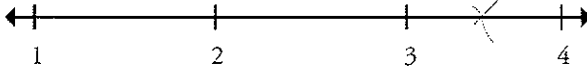
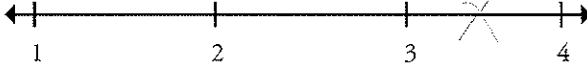
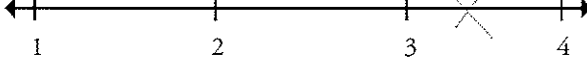
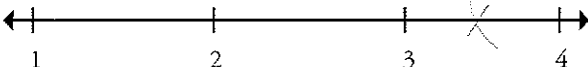
**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

<b>Compute fluently with multi-digit numbers and find common factors and multiples.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>6.NS.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>          APPLICATION OF +/- DECIMALS          DIVISION OF +/- DECIMALS</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>Unit 2 → 2.3, 2.6 - 2.8</i> <i>Unit 2 Practice</i> <i>Unit 2 Reflection</i> <i>Unit 2 Standards Review</i>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>          * NO ALGORITHM FOR +/- DECIMALS INDICATED</p>
	Overall Rating 

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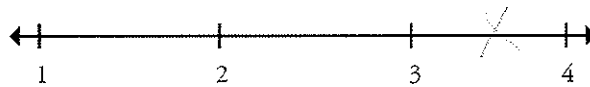
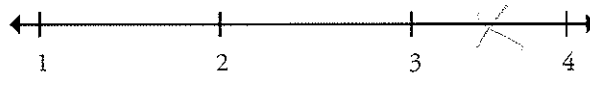


**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

<p><b>Compute fluently with multi-digit numbers and find common factors and multiples.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>6.NS.4</b></p> <p>Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i></p>  <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>1.1, 1.4, 1.5</i>  <i>Unit 1 Practice</i>  <i>Unit 1 Reflection</i>  <i>Unit 1 Exit Ticket</i>  <i>2.12</i>  <i>Unit 2 Practice</i></p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <p><b>Summary / Justification / Evidence</b></p> <ul style="list-style-type: none"> <li>• GCF IS EXPRESSED BY FACTORING AND AN "X" MARKED ON THE NUMBER LINE TO SHOW WHERE COMMON FACTORIZATION IS USED.</li> <li>• LCM IS EXPRESSED BY LISTING MULTIPLES.</li> <li>• DISTRIBUTIVE PROPERTY AND IT APPLIES TO ALL NUMBERS.</li> </ul> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <ul style="list-style-type: none"> <li>• NUMBERS ARE PROVIDED WITH PRACTICE BUT NOT ON FACTORS.</li> </ul>
	<p><b>Overall Rating</b> </p>

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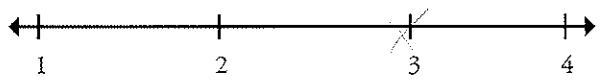
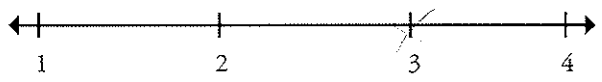


**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

<b>Apply and extend previous understandings of numbers to the system of rational numbers.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>6.NS.5</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <ul style="list-style-type: none"> <li>STUDENTS EXPLORE POSITIVE AND NEGATIVE NUMBERS, ADDITION, SUBTRACTION, AND ABSOLUTE VALUE IN A VARIETY OF REAL-WORLD APPLICATIONS.</li> </ul>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  <i>N2</i> 1.2, 1.8 Unit 1 Practice Unit 1 Reflection	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <ul style="list-style-type: none"> <li>STUDENTS ARE NOT EXPLICITLY ASKED TO INTERPRET THE MEANING OF ZERO IN THESE APPLICATIONS.</li> </ul>
	<p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

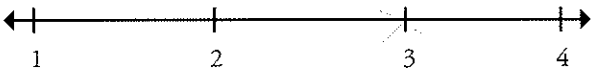
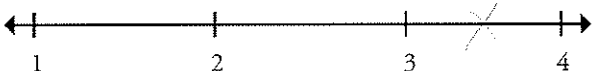
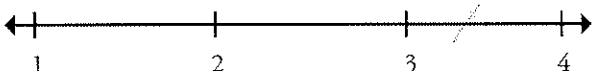

**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.6a</b></p> <p>6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>Unit 1 Overview</i>  <i>1.9</i>  <i>Unit 1 Practice</i>  <i>Unit 2 Overview</i>  <i>2.10</i>  <i>5.7</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <ul style="list-style-type: none"> <li>• STUDENTS EXPLORE A NUMBER LINE AND HOW IT REPRESENTS POSITIVE AND NEGATIVE NUMBERS.</li> <li>• STUDENTS EXPLORE OPPOSITES ON A NUMBER LINE.</li> <li>• ADDING THE OPPOSITE OF A NUMBER CHANGES THE SIGN.</li> </ul> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>• THE BOOK DOES NOT HAVE A CLUSTER THAT THE OPPOSITE OF THE OPPOSITE OF A NUMBER IS THE NUMBER ITSELF. ALSO, THE BOOK DOES NOT HAVE A CLUSTER THAT ZERO IS ITS OWN OPPOSITE.</p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

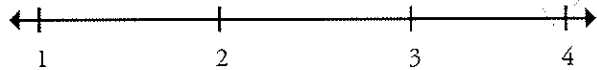
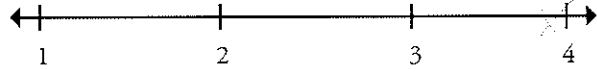

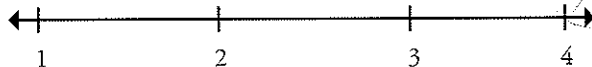
**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.6b</b></p> <p>6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Unit 3 Overview —&gt; DAD: ONLY 5.7</i></p>	<p><b>Important Mathematical Ideas</b></p>  <p><b>Skills and Procedures</b></p>  <p><b>Mathematical Relationships</b></p>  <p><b>Summary / Justification / Evidence</b></p> <ul style="list-style-type: none"> <li>• STUDENTS EXPLORE A GRAPHICAL REPRESENTATION OF THE INTEGERS IN EACH QUADRANT</li> <li>• REFLECTIONS OF 2-DIMENSIONAL SHAPES ACROSS AN AXIS IS EXPLORED</li> </ul> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <ul style="list-style-type: none"> <li>• SIMPLE REFLECTIONS OF POINTS IN EITHER VALUE OR DIRECTION (e.g., 4 to -4)</li> </ul> <p><b>Overall Rating</b></p> 

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

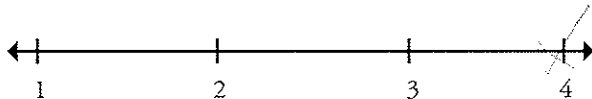
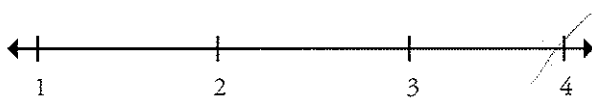
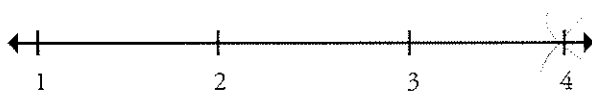
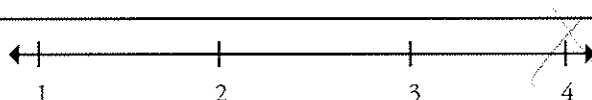
**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.6c</b></p> <p>6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <p><i>• Number line diagram is used to represent rational numbers and to add and subtract them.</i>  <i>• Points are plotted on the number line to represent rational numbers.</i>  <i>• The number line is used to find the sum and difference of rational numbers.</i></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>Unit 1 Getting Ready NO</i>  <i>1.1, 1.5-1.8</i></p> <p><i>Unit 1 Practice</i>  <i>2.1-2.2, 2.6</i></p> <p><i>Unit 3 Overview NO</i>  <i>4.3-4.4</i></p> <p><i>Unit 4 Practice</i>  <i>5.7, 6.2, 6.4</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

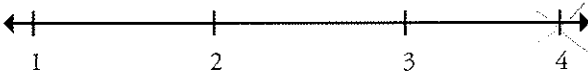



**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.7a</b></p> <p>7. Understand ordering and absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i></p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>Unit 1 Getting Ready<sup>ND</sup></i>  <i>1.1, 1.5-1.8</i>  <i>Unit 1 Practice</i>  <i>2.1-2.2, 2.6<sup>?</sup></i>  <i>Unit 3 Open-          4.3-4.4<sup>ND</sup></i>  <i>Unit 4 Practice</i>  <i>5.7, 6.1, 6.4<sup>ND</sup></i></p> <p><i>1.5-1.8          1.6-1.8          1.9-2.0          2.1-2.2          2.3-2.4          2.5-2.6          2.7-2.8          2.9-3.0</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <ul style="list-style-type: none"> <li>• Students compare rational numbers (integers, decimals, etc.) on a number line.</li> <li>• Students apply this knowledge to estimate sums of mixed numbers.</li> <li>• Students compare fractions, decimals, and percents to one another on a number line.</li> </ul> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

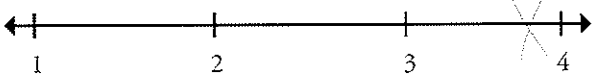
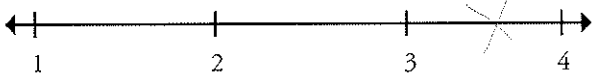
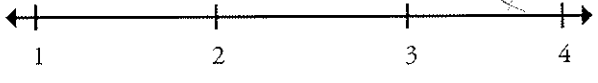

<p><b>Apply and extend previous understandings of numbers to the system of rational numbers.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>6.NS.7b</b></p>	<p>7. Understand ordering and absolute value of rational numbers.</p>
<p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</p>	<p>Important Mathematical Ideas </p>
	<p>Skills and Procedures </p>
	<p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p><b>Summary / Justification / Evidence</b></p>
<p>1.5-1.8 EA 1.2 Unit 1 Practice</p>	<p><i>Students are asked to compare integers and record whether or not one integer is greater than another.</i></p>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
	<p><b>Overall Rating</b> </p>



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

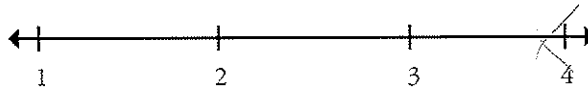
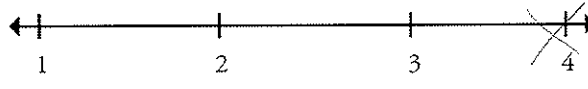
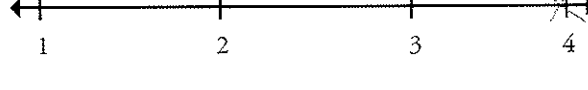
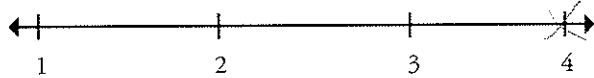
**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.7c</b></p> <p>7. Understand ordering and absolute value of rational numbers.</p> <p>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>  <i>300 - Positive Absolute Value of 0 - Bank Loan 200 on a number line</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	
<p><i>1.2, 1.8, 5.7</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>  <i>None of the materials</i></p>
	<p>Overall Rating </p>

[REDACTED]

Accountant

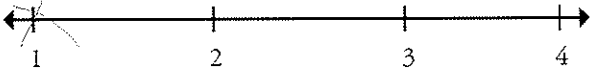
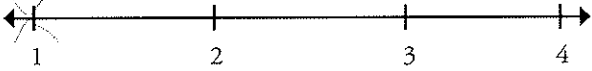
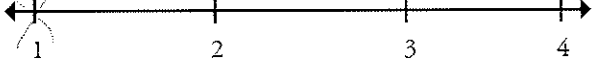

**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

<p><b>Apply and extend previous understandings of numbers to the system of rational numbers.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>6.NS.7d</b></p> <p>7. Understand ordering and absolute value of rational numbers.</p> <p>d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>   <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="text-align: center;">1.8</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div> <p><b>Summary / Justification / Evidence</b></p> <p><i>Students are asked to complete a variety of real-world problems using negative numbers to absolute values (account balances, debts paid, etc.)</i></p> </div>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>   <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

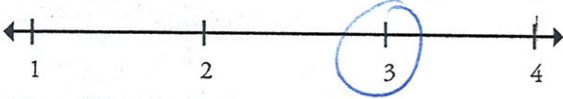
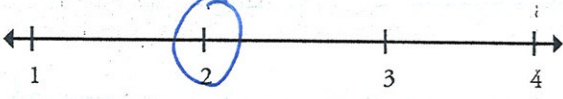
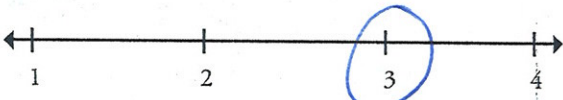

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.8</b></p> <p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. <u>Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</u></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <p>• Student graph points in all four quadrants.</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>1.8 - TEACHES ABSOLUTE VALUE (NUMBER LINE ONLY)</p> <p>Unit 3 Operations</p> <p>3.1 - 3.2 NO</p> <p>5.2, 5.4, 5.7</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>- no real-world problems.</p> <p>- no distance between points.</p> <p>(Book emphasizes use of coord plane to explore translation and reflection of two-dimensional shapes.)</p> <p><b>Overall Rating</b> </p>

6

Reviewed By: ~~XXXXXXXXXX~~

Title of Instructional Materials: Springboard

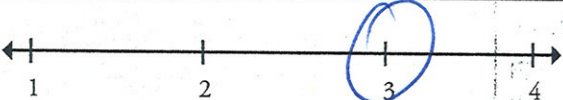

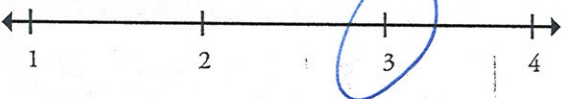
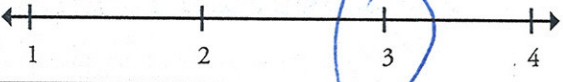
**MATHEMATICS: GRADE 6 – GEOMETRY – 6.G**

<p><b>Solve real-world and mathematical problems involving area, surface area, and volume.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>6.G.1</b></p> <p>Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><u>253-272</u></p>	<p>Summary / Justification / Evidence</p> <p><u>no formulas / real world</u> <u>lots of investigation</u> 😊</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><u>needs more skills + procedure</u></p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE 6 – GEOMETRY – 6.G**

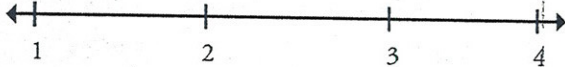
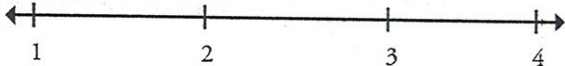
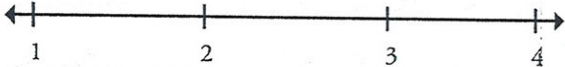
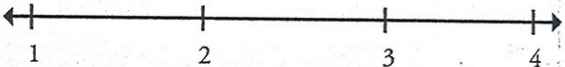
Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.G.2</b></p> <p>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>311-318</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>good investigation &amp; finding formula</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>need more lessons " some more examples using formula</i></p> <p>Overall Rating </p>



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

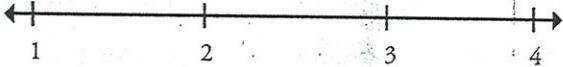
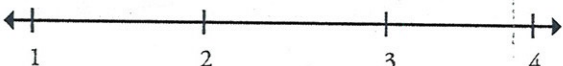
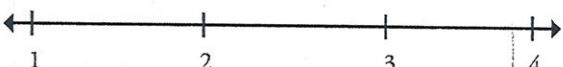
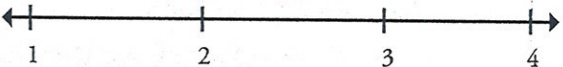
**MATHEMATICS: GRADE 6 – GEOMETRY – 6.G**

<b>Solve real-world and mathematical problems involving area, surface area, and volume.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>6.G.3</b></p> <p>Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><i>nothing</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**MATHEMATICS: GRADE 6 – GEOMETRY – 6.G**

<p><b>Solve real-world and mathematical problems involving area, surface area, and volume.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>6.G.4</b></p> <p>Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><i>nothing</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>



Reviewed By: [REDACTED]

Title of Instructional Materials: Spring board

**MATHEMATICS: GRADE 6 – GEOMETRY – 6.G**

**Solve real-world and mathematical problems involving area, surface area, and volume.**

**6.G.1**

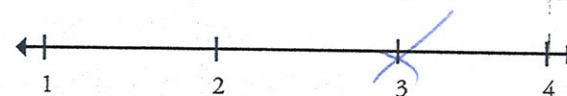
Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

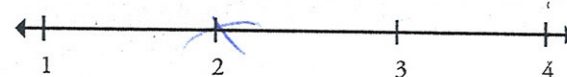
253-272

**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**

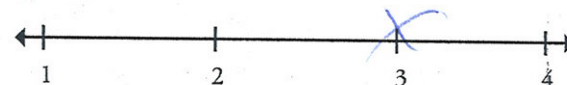
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships

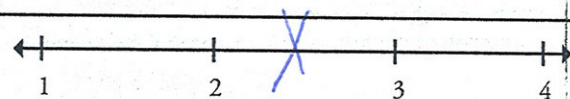


**Summary / Justification / Evidence**

Good, rigor - Great investigation, real-world, lacks concrete/formulas

**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**

**Overall Rating**

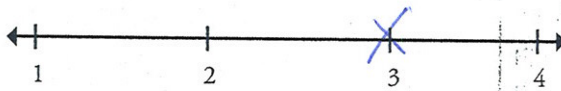

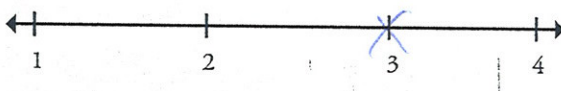
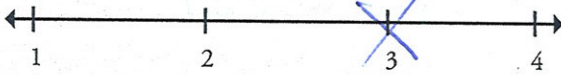





Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

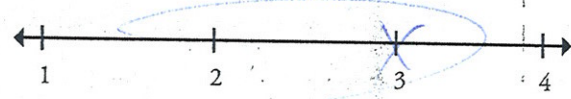
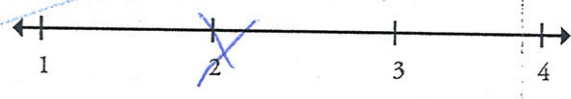
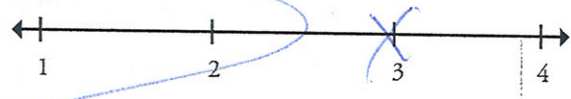
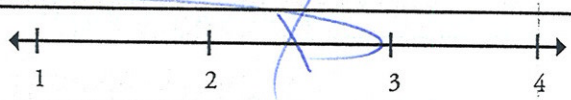
**MATHEMATICS: GRADE 6 – GEOMETRY – 6.G**

<b>Solve real-world and mathematical problems involving area, surface area, and volume.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>6.G.2</b></p> <p>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p><b>Summary / Justification / Evidence</b></p> <p><i>Good investigations, real-world ex. not a lot of practice</i></p>
<p><i>311 - 319</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
	<p><b>Overall Rating</b> </p>

Reviewed By: 

Title of Instructional Materials: Springboard

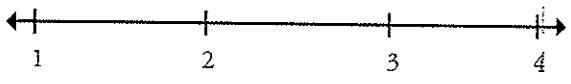

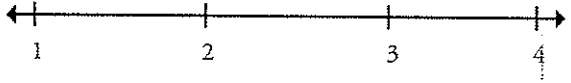

**MATHEMATICS: GRADE 6 – GEOMETRY – 6.G**

<p><b>Solve real-world and mathematical problems involving area, surface area, and volume.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>6.G.4</b></p> <p>Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p style="text-align: center;">O NA</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence  <i>Good reason</i>  <i>lots of investigations, real world examples - deriving formulas - concrete math</i> </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p. 253 - 272</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

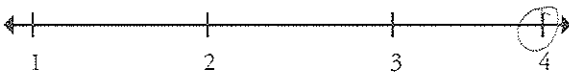
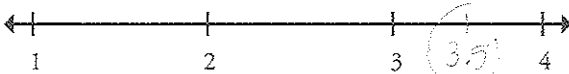

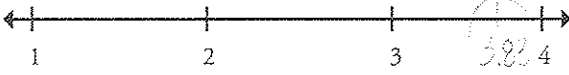
**MATHEMATICS: GRADE 6 – GEOMETRY – 6.G**

<b>Solve real-world and mathematical problems involving area, surface area, and volume.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>6.G.3</b></p> <p>Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p style="text-align: center;">O NA</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

[REDACTED]

Spring Board  
Middle School  
Math 1.1

**MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP**

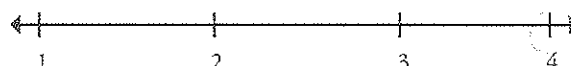
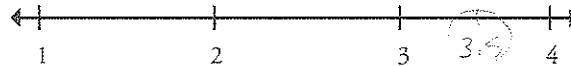

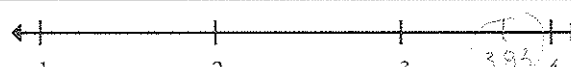
<p>Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p><b>6.RP.1</b></p> <p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <p>concepts, skills developed in context of larger, real-world problems per activity - embedded within application-type problems</p> <p>rigorous; concepts well explained/connected; activity-oriented</p> <p>textbook - p.193rd page for example</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Unit 4 "Ratio and Rates", (177-240)</p> <p>Metric conversions (111-114)</p> <p>Linear Patterns <math>y = ax</math> (143-148)</p> <p>Unit 5.5 (249-292)</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>6.RP.3.A - not well developed; not many connections</p>
	<p>Overall Rating </p>

Reviewed By: [Redacted]

Title of Instructional Materials: The College Board SpringBoard Mathematics

Board SpringBoard Mathematics Unit Meaning 1

**MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS**

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>6.NS.1</b></p> <p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.)</i> How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>97-96 Div/Mult. Fract. &amp; MN.</p> <p>Unit 2 "Operations with Numbers"</p> <p>97-110 +, -, x, &amp; division</p> <p>17-24 GCF, LCM</p> <p>45-55 integers</p> <p>299-316 Symmetry &amp; Transformations</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p>guided explanations that encourage student discovery - p. 88</p> <p>good extensions, esp. w/ NS.6 → tied to symmetry &amp; transformations</p> <p>applications ✓ with skills embedded throughout development of real world situations</p> <p><i>think about this situation... NS.1</i></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>6.NS.2 - not much on this skill - already assumed it's mastered</p> <p>6.NS.7 - missing - dist. prop not connected to GCF explicitly</p> <p>6.NS.8 - not well developed</p> <p><b>Overall Rating</b> </p>